

Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Decoding – children should...							
<ul style="list-style-type: none"> understand the 5 key concepts about print understand that print has meaning understand print can have different purposes (eg story, list, letter) understand that we read English text from left to right and from top to bottom understand the names of different parts of the book understand that pages are sequenced develop their phonological awareness, so they can: <ol style="list-style-type: none"> spot and suggest to rhymes count and clap syllables in a word recognise words with the same initial sound, such as man and mud 	<ul style="list-style-type: none"> apply phonic knowledge to decode words by blending sounds into words, so that they can read short words made up of known letter-sound correspondences practise re-reading words/captions/books to develop fluency read the sound for each letter in the alphabet (qu not q) and at least 10 digraphs/read some letter groups that represent one sound and say sounds for them read words consistent with their phonic knowledge by sound blending read simple sentences and books that are consistent with their phonic knowledge including some common exception words know to pause at a full stop 	<ul style="list-style-type: none"> apply phonic knowledge to decode words read aloud phonically-decodable texts re-read books to build fluency and confidence read simple sentences and understand the meaning including what a pronoun is speedily read all 40+ letters /groups for 40+ phonemes including alternative sounds for graphemes read Year 1 common exception words noting unusual correspondences between spelling and sound (identifying where they appear) read polysyllabic words containing taught GPCs read common suffixes (-s, -es, -ing, -ed, -er and -est) read contractions and understand that the apostrophe represents the omitted letter(s) read accurately by blending taught GPCs develop some fluency and expression, pausing at full stops (extra) 	<ul style="list-style-type: none"> apply phonic decoding until automatic and reading is fluent read common suffixes (-ed, -ing, -er, -est, -y, -er, -ment, -ful, -ness, -less, -ly) re-read books to build up fluency and confidence in word reading note punctuation to read with appropriate expression read accurately by blending, including alternative sounds for graphemes read Year 2 common exception words, noting unusual correspondences read aloud books matched to phonic knowledge by sounding out unfamiliar words automatically read polysyllabic words containing above graphemes read most words quickly & accurately without overt sounding and blending 	<ul style="list-style-type: none"> apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words they meet read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word 	<ul style="list-style-type: none"> apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words they meet read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word 	<ul style="list-style-type: none"> apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words they meet 	<ul style="list-style-type: none"> apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words they meet
Across a range of reading - children should...							
<ul style="list-style-type: none"> enjoy listening to stories, poems and rhymes engage in extended conversations about stories, learning new vocabulary 	<ul style="list-style-type: none"> listen to and discuss a wide range of stories, poems and rhymes beyond a level they can read themselves, from a range of genre, including traditional, modern stories and those representing cultures other than their own. engage in story times and story based activities re-read books based upon their phonic ability to build up confidence in word reading, their fluency and their understanding and enjoyment 	<ul style="list-style-type: none"> listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently Discuss word meanings and linking new meanings to known words 	<ul style="list-style-type: none"> listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently Discuss and clarify the meanings of words, linking new meanings to known vocabulary 	<ul style="list-style-type: none"> listen to and discuss a wide range of fiction, poetry, plays, non-fiction read books that are structured in different ways and reading for a range of purposes Identify themes and conventions in a wide range of books (e.g. resilience, heroism, redemption) Identify how language contributes to meaning 	<ul style="list-style-type: none"> listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently read books that are structured in different ways and reading for a range of purposes Identify themes and conventions in a wide range of books (e.g. resilience, heroism, redemption) Identify how language contributes to meaning 	<ul style="list-style-type: none"> continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks read books that are structured in different ways and read for a range of purposes make comparisons within and across books Identify themes and conventions in a wide range of books (e.g. resilience, heroism, redemption) 	<ul style="list-style-type: none"> continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks read books that are structured in different ways and read for a range of purposes make comparisons within and across books Identify themes and conventions in a wide range of books (e.g. resilience, heroism, redemption)
Familiarity with texts (including vocabulary) – children should...							

<ul style="list-style-type: none"> remember much of what happens in stories they listen to and talk about books to build familiarity and understanding engage in story times begin to join in repeated phrases in a familiar story 	<ul style="list-style-type: none"> listen to and talk about stories to build familiarity and understanding join in repeated phrases in a familiar story use props such as small world, puppets etc to retell familiar stories, drawing on the new language they have learnt, some as exact repetition and some in their own words use new vocabulary heard in a story in different contexts 	<ul style="list-style-type: none"> recognise and join in with predictable phrases become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics discuss word meanings and link new meanings to words already known 	<ul style="list-style-type: none"> become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales recognise simple recurring literary language in stories and poetry discuss and clarify the meanings of words and link new meanings to known vocabulary discuss their favourite words and phrases Express views about a wide range of poetry (contemporary and classic), stories and non-fiction beyond their own their own reading ability 	<ul style="list-style-type: none"> increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally identify themes and conventions in a wide range of books use appropriately challenging dictionaries to check the meaning of words that they have read, using the first one (and two) letters to determine where to start in the dictionary 	<ul style="list-style-type: none"> increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally identify themes and conventions in a wide range of books use appropriately challenging dictionaries to check the meaning of words that they have read, using the first one (and two) letters to determine where to start in the dictionary 	<ul style="list-style-type: none"> increase their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions identify and discuss themes and conventions in and across a wide range of writing use appropriately challenging dictionaries to check the spelling and meaning of words 	<ul style="list-style-type: none"> increase their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions Reading a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks identify and discuss themes and conventions in and across a wide range of writing use appropriately challenging dictionaries to check the spelling and meaning of words
Poetry and performance - children should...							
<ul style="list-style-type: none"> know many rhymes including 10 nursery rhymes make up own versions of familiar rhymes 	<ul style="list-style-type: none"> learn through daily session rhymes, songs and poems listen carefully to rhymes and songs, paying attention to how they sound and new vocabulary 	<ul style="list-style-type: none"> learn to appreciate rhymes and poems, and to recite some by heart 	<ul style="list-style-type: none"> continue to build up a repertoire of poems learnt by heart, appreciate these and recite some, with appropriate intonation to make the meaning clear 	<ul style="list-style-type: none"> prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action recognise some different forms of poetry 	<ul style="list-style-type: none"> prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action recognise some different forms of poetry 	<ul style="list-style-type: none"> learn a wider range of poetry by heart, preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience 	<ul style="list-style-type: none"> learn a wider range of poetry by heart, preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience
Understanding the text (including summarising) – children should...							
<ul style="list-style-type: none"> talk about the stories they have listened to, including what happens in a story and linking it to their own experiences when appropriate 	<ul style="list-style-type: none"> answer simple, what, when questions about what they have listen to or read demonstrate their understanding through retelling stories using their own words and recently introduced vocabulary and linking it, when relevant to their own experiences 	<ul style="list-style-type: none"> draw on what they already know or on background information and vocabulary provided by the teacher be encouraged to link what they read or hear read to their own experiences check that the text makes sense to them as they read and correct inaccurate reading answer simple retrieval questions about a text and find evidence to support answers (extra) 	<ul style="list-style-type: none"> discuss the sequence of events in books and how items of information are related draw on what they already know or on background information and vocabulary provided by the teacher make links between a current book and those already read check that the text makes sense to them as they read and correct inaccurate reading 	<ul style="list-style-type: none"> check that the text makes sense to them, discuss their understanding and explain the meaning of words in context ask questions to improve their understanding of a text identify main ideas drawn from more than one paragraph and summarise these identify morals and messages in a story 	<ul style="list-style-type: none"> check that the text makes sense to them, discuss their understanding and explain the meaning of words in context ask questions to improve their understanding of a text identify main ideas drawn from more than one paragraph and summarise these identify morals and messages in a story 	<ul style="list-style-type: none"> check that the book makes sense to them, discuss their understanding and explore the meaning of words in context ask questions to improve their understanding summarise the main ideas drawn from more than one paragraph, identifying key details to support the main ideas 	<ul style="list-style-type: none"> check that the book makes sense to them, discuss their understanding and explore the meaning of words in context ask questions to improve their understanding summarise the main ideas drawn from more than one paragraph, identifying key details to support the main ideas
Inference – children should...							
<ul style="list-style-type: none"> answer why questions about the stories they listen to 	<ul style="list-style-type: none"> answer how and why questions about stories they have listened to or read 	<ul style="list-style-type: none"> discuss the significance of the title and events make inferences on the basis of what is being said and done 	<ul style="list-style-type: none"> make inferences on the basis of what is being said and done answer and ask questions 	<ul style="list-style-type: none"> draw inferences such as inferring characters' feelings, thoughts and motives from their actions justify inferences with evidence 	<ul style="list-style-type: none"> draw inferences such as inferring characters' feelings, thoughts and motives from their actions justify inferences with evidence 	<ul style="list-style-type: none"> draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence 	<ul style="list-style-type: none"> draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence
Prediction – children should...							
<ul style="list-style-type: none"> predict what might happen next in a simple story 	<ul style="list-style-type: none"> anticipate where appropriate key events in a story 	<ul style="list-style-type: none"> predict what might happen on the basis of what has been read so far 	<ul style="list-style-type: none"> predict what might happen on the basis of what has been read so far 	<ul style="list-style-type: none"> predict what might happen from details stated and implied 	<ul style="list-style-type: none"> predict what might happen from details stated and implied 	<ul style="list-style-type: none"> predict what might happen from details stated and implied 	<ul style="list-style-type: none"> predict what might happen from details stated and implied

Authorial intent – children should...							
				<ul style="list-style-type: none"> discuss words and phrases that capture the reader's interest and imagination identify how language, structure, and presentation contribute to meaning 	<ul style="list-style-type: none"> discuss words and phrases that capture the reader's interest and imagination identify how language, structure, and presentation contribute to meaning 	<ul style="list-style-type: none"> identify how language, structure and presentation contribute to meaning discuss and evaluate how authors use language, including figurative language and consider the impact on the reader 	<ul style="list-style-type: none"> identify how language, structure and presentation contribute to meaning discuss and evaluate how authors use language, including figurative language and consider the impact on the reader
Non-fiction – children should...							
<ul style="list-style-type: none"> use simple picture books to find information understand symbols such as shop and restaurant signs give us information 	<ul style="list-style-type: none"> understand that reading has different purposes and sometimes it is to obtain information and facts use and understand recently introduced vocabulary during discussions about non-fiction text they have listened to or read 	<ul style="list-style-type: none"> listen to and discuss a wide range of non-fiction at a level beyond that at which they can read independently 	<ul style="list-style-type: none"> be introduced to non-fiction books that are structured in different ways 	<ul style="list-style-type: none"> retrieve and record information from non-fiction texts 	<ul style="list-style-type: none"> retrieve and record information from non-fiction texts 	<ul style="list-style-type: none"> distinguish between statements of fact and opinion retrieve, record and present information from non-fiction texts 	<ul style="list-style-type: none"> distinguish between statements of fact and opinion retrieve, record and present information from non-fiction texts
Discussing reading - children should:							
<ul style="list-style-type: none"> engage in conversations about stories, rhymes and books and answer simple what and why questions 	<ul style="list-style-type: none"> engage in conversations which demonstrate and understanding of what has been read to them retell stories using their own words and recently introduced vocabulary 	<ul style="list-style-type: none"> participate in discussion about what is read to them by taking turns and listening to what others say explain clearly their understanding of what is read to them 	<ul style="list-style-type: none"> participate in discussion about books, poems & other works that are read to them & those that they can read for themselves by taking turns and listening to what others say explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves 	<ul style="list-style-type: none"> participate in discussion about both books that are read to them and those they can read for themselves by taking turns and listening to what others say 	<ul style="list-style-type: none"> participate in discussion about both books that are read to them and those they can read for themselves by taking turns and listening to what others say 	<ul style="list-style-type: none"> recommend books that they have read to their peers and giving reasons for their choices participate in discussions about books, building on their own and others' ideas and challenging views courteously explain and discuss their understanding of what they have read, including through formal presentations and debates provide reasoned justifications for their views 	<ul style="list-style-type: none"> recommend books that they have read to their peers and giving reasons for their choices participate in discussions about books, building on their own and others' ideas and challenging views courteously explain and discuss their understanding of what they have read, including through formal presentations and debates provide reasoned justifications for their views
Expression and Oracy – children should...							
<ul style="list-style-type: none"> begin to develop with adult support develop narratives in small world, puppets and role play based upon stories they have read 	<ul style="list-style-type: none"> use recently introduced vocabulary heard in stories, rhymes, poems and non fiction texts in their own play develop narratives around familiar stories they have listened to recite a repertoire of rhymes, songs and simple poems 	<ul style="list-style-type: none"> Retell fairy stories and traditional tales with confidence Correct any inaccurate reading 	<ul style="list-style-type: none"> Retell a wide range of heard stories, fairy stories and traditional tales with confidence Recite a repertoire of poems learnt by heart, some with appropriate intonation Correct any inaccurate reading Begin to focus on one of the Six Steps to Presentational Success (KS1) when reading aloud e.g. body language 	<ul style="list-style-type: none"> Read books that are structured in different ways and for a range of purposes Retell a wide range of fairy stories, myths and legends Read a range of poems, play scripts using intonation, volume, tone and action Use one of the Six Steps to Presentational Success (KS2) when reading aloud e.g. body language 	<ul style="list-style-type: none"> Read books that are structured in different ways and for a range of purposes Retell a wide range of fairy stories, myths and legends Read a range of poems, play scripts using intonation, volume, tone and action Use one of the Six Steps to Presentational Success (KS2) when reading aloud e.g. body language 	<ul style="list-style-type: none"> Read books that are structured in different ways and for a range of purposes Increase familiarity with a wide range of books including myths, legends and traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions Learn and recite a wider range of poetry by heart Read a range of poems, play scripts using intonation, volume, tone and action so the meaning is clear for an audience 	<ul style="list-style-type: none"> Read books that are structured in different ways and for a range of purposes Increase familiarity with a wide range of books including myths, legends and traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions Learn and recite a wider range of poetry by heart Read a range of poems, play scripts using intonation, volume, tone and action so the meaning is clear for an audience

Newfield Park Primary School

Reading Skills Progression



						<ul style="list-style-type: none"> Use one or more of the Six Steps to Presentational Success (KS2) when reading aloud e.g. language / intonation 	<ul style="list-style-type: none"> Use one or more of the Six Steps to Presentational Success (KS2) when reading aloud e.g. language / intonation
Reading for Pleasure (RfP) – children should...							
<ul style="list-style-type: none"> choose to revisit independently or with an adult, books and stories read to them previously choose to look at books in the story/book area enjoy choosing a book with parents and sharing books at home talk to staff about stories they have enjoyed 	<ul style="list-style-type: none"> choose to revisit independently books and stories read to them previously, including using props such as puppets, sequencing cards, story spoons and small world play chose to read/share books in the book area talk happily to visitors about stories they have listened to in school enjoy choosing a book with parents and sharing books at home read regularly at home when ready for independent phonics based reading book 	<ul style="list-style-type: none"> Choose to re-read books that they enjoy, possibly from a previous year group Recite favourite poems and rhymes by heart Recognise and join in with predictable phrases (e.g. "I'll huff and I'll puff and I'll...") Read regularly at home, summarised in their Reading Record 	<ul style="list-style-type: none"> Re-read favourite books to build fluency and confidence Recognise simple recurring literary language in stories and poems (e.g. alliteration) Discuss favourite words and phrases Share and discuss books, poems and other works that have been read to them or read for themselves Read regularly at home, summarised in their Reading Record 	<ul style="list-style-type: none"> Discuss words and phrases that capture interest and imagination Share and discuss books, poems and other works that have been read to them or read for themselves Read regularly at home, summarised in their Reading Record Read a range of fiction, non-fiction and poetry books Recommend books to other children, based on what they liked and the genre of the chosen book 	<ul style="list-style-type: none"> Discuss words and phrases that capture interest and imagination Share and discuss books, poems and other works that have been read to them or read for themselves Read regularly at home, summarised in their Reading Record Read a range of fiction, non-fiction and poetry books from a wide range of authors Recommend books to other children, based on what they liked and the genre of the chosen book 	<ul style="list-style-type: none"> Recommend books they have read to their peers, giving reasons for their choices e.g. genres, similar books, author Become increasingly familiar with a wide range of books including myths, legends and traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions Share and discuss books, that have been read to them or read for themselves, building on their own and other's ideas and challenging views courteously 	<ul style="list-style-type: none"> Recommend books they have read to their peers, giving reasons for their choices e.g. genres, similar books, author Become increasingly familiar with a wide range of books including myths, legends and traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions Share and discuss books, that have been read to them or read for themselves, building on their own and other's ideas and challenging views courteously